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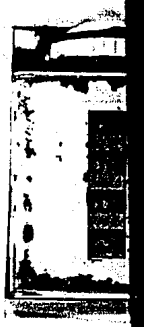


MEASURES FOR REFORM AND EXPANSION OF HIGHER EDUCATION IN POLAND

Introduction

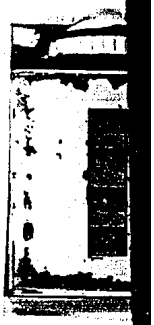
The quantitative and qualitative growth of higher education in Poland, or lack thereof, has been discussed in the Polish press recently and has even been reflected in the present political turmoil resulting from the relaxation of some of the political controls imposed on almost every aspect of life. In an article in the March 1956 issue of Zycie Szkoly Wyzszej, organ of the Ministry of Higher Education and the Main Administration of the Polish Teachers Trade Union, Jan Zygmunt Jakubowski states: "The discussion on the Five-Year Plan in the field of higher education is being conducted in the atmosphere of struggle, which has been going on for several months, against the errors and evil in various segments of our life." It is becoming apparent that higher schools are teaching technicians and students merely to recite stereotyped dogmas and formulas -- training which is not sufficient to keep abreast of present-day scientific, political, and social changes. The result is a reappraisal of the higher educational system.

Problems of the University

Somewhat of a keynote of what can only be considered as a planned discussion on the reform of higher education was sounded by Prof Dr Jan Szczepanski, rector of Lodz University, in Trybuna Ludu on 28 June 1955, in an article entitled "The Problem of the University." During the Six-Year Plan, he states, higher education as a source of cadres was under great pressure to meet the needs of the plan, in both the economic field and the cultural field. Reforms brought important achievements; training became more efficient, the number of graduates increased, planned research projects were started.

But there were difficulties which now hinder the development of science and teaching in higher schools and the attainment of constantly higher professional and ideological levels in the training of specialist cadres. These difficulties, Szczepanski says, were especially apparent in the universities where the traditional ideas on the role of universities were not opposed by precise socialist concepts of a university. He feels there should have been a clear definition of government policy toward universities, since the ideolgical battle is much sharper in universities than in other higher schools because liberal traditions are stronger. Since the role of universities in cultural and social life has always been outstanding, he continues, the relegation of the university to a secondary position, the diminution of its authority, and the increase in its material difficulties have been cause for concern in university circles, and have presented a particularly serious problem in maintaining the university's position in the nation's cultural life.

The reorganization of higher education, Szczepanski explains, was started seriously in 1948-1949, primarily by a directive which transformed the university into a school for the training of the "new people's intellectuals" from among the working masses for the building of the new social system, and by another directive which provided for the rapid training of the specialist cadres necessary for the realization of the Six-Year Plan. This, he says, started the ideological offensive aimed at the elimination of "bourgeois ideology" from teaching and science; emphasis was placed on professional training, and courses of studies were organized to guarantee primarily that the student would acquire the most essential knowledge in the shortest possible time. One effect of this reform, he states, was that universities were treated like all other schools; higher schools, including universities, were divided among several departments (i.e., ministries), and the schools trained personnel only for the needs of the department to which they were subordinate. As a result,



the author says, the tendency has been to regard universities as outdated. After they are deprived of various faculties such as medicine and agriculture, he says, the division of the universities should be complete.

Szczepanski feels that universities should continue to be workshops for scientific research tied in closely with training. He says that many scientific research units of the Polish Academy of Sciences now work for the most part with the help of university establishments and do better than the university because they do not have the university's obligations and have more funds. As a result, the universities feel like poor relations of the academy, according to the author; but the correlation of teaching and research work, the conduct of seminars, and the direction of the master's thesis create certain favorable conditions for scientific work at universities which are not present in institutes of the Academy of Sciences. He claims that universities should preserve and strive to create scientific syntheses, search for new scientific methods, make use of and contribute to the achievements of science, train scientific workers for themselves and other schools and institutions carrying out research work, and train workers for the state apparatus, administration of justice, culture, etc.

Another problem cited by the author is the relationship between specialization and general knowledge. Under the pressure of the first period of the Six-Year Plan, he says, specialization was too limited and too pragmatic, and the university became an almost purely professional training institution.

According to Szczepanski, the reorganization of higher education, brought about an inordinate amount of bureaucratic problems of organization and administration which hindered the work of professors and assistants. Universities have had to contend with insufficient funds, difficulties in obtaining equipment, limitations in periodical subscriptions and in purchase of general literature, and financial regulations which niggardly restrict all fields of management. These problems, says the author, have had a deleterious effect on the work of professors and assistants because they have been unable to concentrate on other problems.

The need to provide a planned number of graduates, the article continues, has made it necessary to base studies on rigid disciplines and strictly limited plans, so that today the complaint of pedantry is universal in higher schools. The author claims that universities have made themselves too much like secondary schools; professors are teachers only and students follow set courses and have no purpose other than to acquire the greatest possible amount of knowledge.

Szczepanski feels that the problems of universities apply largely to all higher schools, and concludes with the hope that, with the immediate needs of the Six-Year Plan satisfied, the new Five-Year Plan should open new perspectives for higher education.

Official Recognition of Problems of Higher Education

What might be considered official recognition of some of the deficiencies in higher education cited by Szczepanski was given by Eugenia Krassowska, Deputy Minister of Higher Education, in an interview with the editorial board of Zycie Szkoly Wyzszej. An account of the interview appeared in issue No 2 1956, of that periodical. Krassowska spoke of progress in the number of schools and graduates, and in teaching methods after certain "liberalistic traditions" had been overcome. She mentioned formalistic tendencies in higher schools. One questioner asked about the many deficiencies of the present graduates which have been under discussion, such as inadequate self-initiative and activity, negligible intellectual interest, superficiality in the mastery of studies, and manifestations of a not-too-deep understanding of social development in Poland. He was answered as follows:

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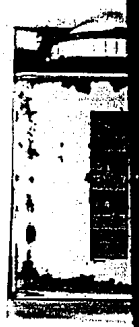


"It is understandable that the reasons for inadequate preparation of graduates must be sought in the mistakes in the teaching and training work of the schools, and especially in the deficiencies and deviations in the system of studies, although a great influence on this is found in the attitude and actions of the youth itself. Furthermore, an important influence on the system of teaching, its content and its level, and on the whole atmosphere of the intellectual and ideological life of higher education was found in the errors and deviations which appeared in the field of learning itself. Today, it is already apparent that the two-level system of teaching, which was formulated under the influence of the needs of the national economy and which made possible the preparation of a large number of specialists, also resulted in difficulties and became one of the factors in their inadequate training.

"The short cycle of studies directed toward limited specialization, the paucity of theoretical bases, the inadequate number of forms [methods] demanding independent work (seminars and transitional, graduate, and master's work, etc.), and an inordinate amount of exercises of repetitious character are the chief deficiencies of the two-level system of teaching.

"They contributed to the rise of pedantic methods of teaching and to the serious overburdening of the youth. The narrow, pragmatic methods in the system of education, pedantry in the didactic work of higher schools, and emphasis on quantity rather than quality of results had a tremendous effect on the level of training of graduates. They made very difficult the basic training of youth and the development in them of independent thinking, of deeper scientific interest, and of all-round cultural and political development."

As to the question of what were the results of 2 years' work by scientific workers under the Ministry of Higher Education in the reconstruction of the educational system, the answer, in part, was as follows:

"We are now in the process of changing over to a uniform 4- and 5-year cycle of studies. Two years ago the 5-year cycle was introduced in technical studies, the 4-year cycle in economic studies, and the first 3 years of mathematical-natural science studies at universities were incorporated into the 5-year cycle. Starting with the beginning of the [illegible] school year, the 5-year period of studies will include the remaining branches of university studies (law and humanities); the 5-year cycle will also include higher agricultural schools which now are the only type of school still retaining the two-level system of training because of the serious shortage of cadres for agriculture.

"The process of cutting down the number of specialities and extending their scope is now in progress. Important results were attained in this respect in technical studies where manifestations of narrow specialization were particularly noticeable.

"The scope of basic theoretical disciplines was increased in the plans for technical studies and to a lesser extent in agricultural studies.

"More time is allotted now in teaching plans to methods of work serving to develop independence of youth: exercises, seminars, graduate work, and transitional projects.

"We shall strive to increase the amount of scientific apparatus necessary for the scientific and didactic work in higher schools and for the training of young scientific cadres. We shall strive, with closer cooperation with the Polish Academy of Sciences, to enliven scientific discussion. In a word, we shall try to strengthen science in the higher school."

Krassowska answered the question on future plans for removing discrepancies and deficiencies in higher education by the following statements:

"The next 5 years will be a period of important increases in worker studies, which up to now have been developing unsatisfactorily. An important task will be to make possible the completion of higher studies by graduates of the first level.

"Second, more attention will be given to universities which have been so sadly neglected during the Six-Year Plan. This neglect was the result of one-sided, narrow pragmatism aimed at quantitative increases in specialists, especially for industry.

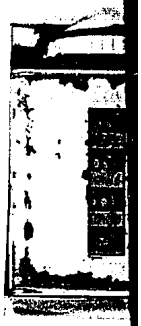
"Third, the Six-Year Plan did not fully realize the tasks of agricultural higher schools. Although the plan was exceeded in the number of graduates, the number of agronomists and zootechnicians still does not eliminate the serious shortage of these cadres for agriculture. This year is not too early to increase the plan for entrance into higher agricultural schools and for farm mechanization courses at polytechnics. Starting with the next school year, thr training system in agricultural schools will be reconstructed and incorporated into the uniform 5-year cycle of training.

"Fourth, the structure and network of economic higher schools have undergone an important reorganization which has as its purpose the training of economists for specific needs of the national economy. Especially important here is the training of engineer-economists, the serious shortage of which is felt in all branches of industry, construction, and transportation."

Other Problems of Higher Education

A further elaboration of these problems and a discussion of some of their consequences were given by Adam Szpunar in Zycie Szkoly Wyzszej, No 4, 1956. The reform of higher education as established by the 15 December 1951 law on higher education, he states, was not equally successful in all its aspects. Basically, in his opinion, it contributed to a certain depreciation of universities and to the minimization of their meaning to the point where the university became just another unit of higher education. The law eliminated the division of higher schools into academic and vocational institutions, and universities thus became equated with other higher schools, the number of which increased constantly and correspondingly with the needs of the national economy. Emphasis on tasks directly connected with production resulted in the relegation of the problem of humanities to a secondary position. This, he concludes, was reflected in the inadequate designation of funds, to universities and in other problems.

Furthermore, he continues, the 1951 law dangerously diminished the traditional rights of collegial bodies such as the senate and the faculty board. At present, the senate is solely an organ cooperating with the rector, and beyond that it has no deciding voice and its competence is narrowly limited. The faculty board has no deciding voice either, although it should be the master of its faculty. Rectors and deans are appointed by the minister, not elected by the senate or faculty board. The result Szpunar concludes, is a certain apathy in the teaching body, which just awaits ministerial decisions, directives, and instructions which are supposed to resolve present problems in a definitive manner. As a result, he continues, the paradoxical situation has arisen in which the professors accuse the ministry of domineering and the ministry accuses the professors of indifference and lack of initiative. He adds that the influence of university authorities in the selection of independent scientific workers is vaguely defined and in practice variously interpreted, and thus does not contribute to enhancing their authority.



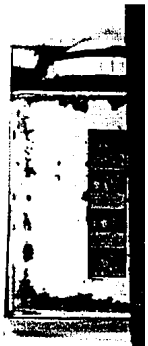
The law of 1951 also brought changes in studies for degrees, so that the only scientific degrees now available are candidate of sciences and doctor of sciences. From the promulgation of the law in 1951 until the final establishment of instructions, a period of 3 years passed which, Szpunar states, resulted in a serious break in the continuity of the development of a young scientific cadre. Paradoxically, however, obtaining a candidate of sciences degree is very easy and very difficult, according to the author. He points out that the core of the staff of assistants and adjuncts is made up of persons already in middle age, with a certain amount of experience, and with a doctorate of the old type. Not all of these workers were appointed docents, he states, since the Central Qualifications Commission had set high standards, but many of them attained the position of assistant professor. At present they are all in a difficult situation. For years, he explains, they have been carrying out independent teaching activities, conducting examinations, and appraising scientific contributions of others, but now they must start entirely anew, take the required examinations, and place themselves on an earning footing equal to that of young graduates just completing the university. It is no wonder that many of them are dissatisfied and bitter; it is not easy for them to accept the fact that their doctorate title has lost all meaning for them.

On the other hand, Szpunar continues, the law demands that those starting candidate studies have a certain amount of experience behind them, and yet the newly graduated student can take the examinations and under the direction of a professor write his candidate dissertation. This student expects aid from the university, guidance by the professor, leave, benefits, and easy conditions, although, states the author, the completion of an independently written candidate work often is beyond his competence. Even though he may finish the work with the aid of his professor, this in no way means that he has all qualifications of an independent scientific worker. The conclusion, according to Szpunar, is obvious: those persons with no scientific experience should not be allowed to undertake candidate studies. This would avoid many misunderstandings and would facilitate the creation of the proper scientific atmosphere at the university.

Problems of the Aspirant

Another complaint voiced along these lines and a discussion of some of consequences and possible remedies appeared in issue No 1, 1956, of Zycie Szkoly Wyzszej in an article by Boleslaw Konorski. Konorski calls for the removal of some grievances which have arisen in the 4 years that aspirant studies have been conducted in higher technical schools. For one thing, he condemns the departure from former methods of candidate selections, which included interviews with school officials, for the present method of entrance examinations, which are now supposed to be replaced by competitive examinations. These examinations he claims, are not proper criteria since tail to disqualify those who look to aspirant studies as a convenient transitional or fill-in period to a future life in other fields.

On the other hand, he continues, there are those particularly suited and with a yearning for this work who cannot complete it because of material circumstances. Thus, he states, to make available the greatest possible selection potential it is necessary to make the work attractive and to create a healthy, natural incentive for the selection of a scientific career. This, he says, applies not only to aspirants but to all scientific workers. To ensure a steady increase of scientific cadres, better material conditions must be offered to them even if only slightly better than those offered to workers in other fields. This policy is followed by the USSR with good results, but in Poland unfortunately the feeling is that the scientist's reward "is not of this world."



Today, the author points out, there is already a serious shortage of scientific workers in the technical field. Several schools and institutes have unusually meager scientific staffs, and their future quantitative growth does not present an optimistic picture, especially since the majority of the professors are old, and as a result their numbers will diminish. Under these conditions, the article continues, it is necessary to secure all those who are capable of scientific work and who would devote themselves to it, but cannot because of material considerations. Some material aid, he concludes, must be provided.

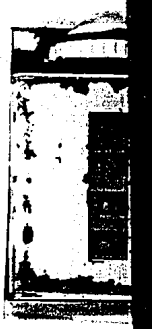
Statistics show, according to the author, that the average age of the aspirant in technical studies is about 30, and that usually he has a wife and children to support. He points out that aspirant grants barely cover half the needs of the family budget. The prospect of living for 3 years on such a grant is not too attractive to the aspirant, says the author, since he will have to supplement his income by employment which will interfere with his studies.

Furthermore, says Konorski, study programs leave much to be desired. Officially they consist in 9 months of Marxism-Leninism in the first year, the completion of all examinations and preparation of a detailed outline of the candidate work in the second year, and the writing of the thesis in the 9 months of the final year. He concludes that the outline of work is unrealistic; the amount of studies of Marxism-Leninism for technical workers is unduly large, since it requires a study of some 4,000 pages and does not permit any specialist studies during the first year. The remaining 2 years are equally unrealistic, since during that time one cannot hope to turn out a scientific specialist completely familiar with the contemporary knowledge of even one specific field. This forced character of studies for the thesis results in a low level of candidate work as is well known by the Technical Section of the Central Qualifications Commission, says the author. Between 15 October 1953 and 15 December 1955, he continues, the Technical Section of the Central Qualifications Commission reviewed only 15 works by candidate aspirants; these only two could be considered exceptional, eight others good, and the remainder mediocre or inadequate.

One of the reasons for the poor quality of candidate theses, says the author, is the lack of understanding of the requirements of a good thesis, since up to this time the Technical Section of the Central Qualifications Commission has not set any requirements or made recommendations for candidate work in technical sciences. Therefore, the students continue in their erroneous idea that a candidate thesis consists of a broad topic, a large number of completed calculations or experiments, an extensive bibliography, etc. Plagiarism, even to the point of not crediting authors and sources for whole sections of information, is common, according to the author; the mentor, he says should prevent this rather than content himself with the signing of a few papers.

Generally, continues Konorski, the newly created candidate receives the title of adjunct at a school or in the Polish Academy of Sciences, but often he sees aspirants, other adjuncts, and assistants who have not yet received their degree receive the title of assistant professor. Advancement in his position is slow, his title is not actually a scientific title, and he feels that he has entered a blind alley. His colleagues he sees as independent scientific workers and directors or assistant directors of chairs, with the concomitant privileges of the titles. This frustrates his ambition and his earning potential.

To encourage candidates, continues the article, the 300-zloty increase in the monthly pension should be granted at time of the award of the candidate degree by the board of the faculty, and not after the verification of this title by the Central Qualifications Commission and announcement in the "Official Journal." The average time interval between these two events is approximately 6 months. The author claims that this would be a great moral as well as financial boost to the aspirant.



Official Discussion of Reforms

The next step in the campaign to reform higher education was the recognition and discussion of the problem on the official level. Most of the above complaints, aired in the daily press and periodicals, were reflected to a greater or lesser extent in official conferences and meetings of representatives of various institutions of higher learning and governmental bodies such as the Sejm Committee for Higher Education and Culture and the Ministry of Higher Education.

On 6 May 1956, Trybuna Ludu reported on a conference in Sopot, ending on 5 May, devoted to the discussion of university studies and the establishment of a new 5-year program of studies. According to the paper, the recommendations of the conference's plenary session on the reorganization of studies were aimed at the creation of study conditions for students which would be more conducive to independent work, to acquiring more basic specialized knowledge, and to a general intellectual development. The recommendations also were aimed at eliminating pedantic methods of teaching and bureaucratic controls, as well as at reducing compulsory assignments and replacing them with more work in laboratories, libraries, etc.

Stefan Zolkiewski, Minister of Higher Education, in his summation emphasized that reactors, the senate, and faculty boards will have more independence in the establishment of study programs and selection of candidates. Scientists will be freed of many administrative duties, this will enable them to devote their time primarily to scientific teaching efforts.

A few days later, on 10 May 1956, Trybuna Ludu, reported on a meeting of the Board of the Ministry of Higher Education and the presidium of the Main Council of Higher Education. At the meeting it was decided to abolish the present system of reporting the presence of students at lectures and to delegate to faculty boards the responsibility of executing formal checks on study discipline if they consider such checks necessary.

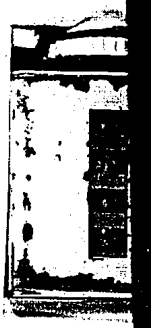
It was also decided to strengthen study discipline by raising requirements placed on students for preparation for and participation in seminars and exercises through the close observance of their participation in these assignments, by increasing requirements for transitional works and theses, and by punctual examinations and the gradual raising of examination requirements.

The above resolution, the paper stated, would be presented to the conference of rectors of higher schools to be held together with the plenary session of the Main Council of Higher Education on 21 and 22 May 1956.

On 24 May 1956, Trybuna Ludu reported on this 2-day country-wide conference of reactors of higher schools held in collaboration with a plenary meeting of the Main Council of Higher Education. It concluded in Warsaw on 23 May 1956.

At the conference, Krassowska, Deputy Minister of Higher Education, reported that among the more important proposed changes in higher education studies were the following: elimination of narrow specialization in the first years of studies, increases in lectures on basic subjects in specific fields, reduction of the number of hours of compulsory studies during the week, and an increase in the number of seminars and discussion groups. Basic social sciences which will continue to be taught will be philosophy, including dialectical and historical materialism, and political economy.

It was suggested at the conference that the above changes be put on a trial basis for one year, after which time they could be permanently accepted.



The suggestion was also made that the monetary difference in scholarships between the first and last year of studies be reduced and that larger amounts be given as a reward for outstanding work. Additional amounts for scholarships to technical students were suggested to cover additional expenses of various necessary study aids.

Much discussion was devoted, according to Trybuna Ludu, to the reorganization of scientific aspirant studies. O. Achmatowicz, Deputy Minister of Higher Education, stated that now the basic form of training young scientists will be through assistantships. Only those higher school graduates showing great potential for scientific work will now be accepted as assistants, and only after a 2-year trial period. Only outstanding assistants, teachers, and production workers showing a definite scientific contribution will then be selected for aspirant studies, which will be radically revised.

Soon thereafter, the 26 May 1956 Trybuna Ludu reported that Zolkiewski, Minister of Higher Education, had presented a report on his draft 5-year plan for higher education to the Sejm Committee on Education, Science, and Culture on 25 May 1956.

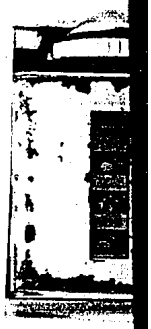
The basis of his plan, stated the paper, is to raise the quality of higher education by the creation of conditions for the development of scientific-research work through the reconstruction of the system of studies and improvement of the material conditions of scientific workers. To create the necessary conditions for the development of scientific work, some specialities, liquidated in previous years, will be started again, and will include biochemistry at the Warsaw University, microbiology at Wroclaw, economic geography at Krakow, etc. The Higher Pedagogical Schools in Warsaw and Lodz will also be integrated into universities.

To improve quality, the draft plan envisages a stabilization of recruiting for higher schools at the level of 1955. Quality will also be improved by the proposed uniform 5-year system of studies in all fields, increased independent work by the student, and higher examination requirements. Entrance requirements will be raised.

As a result of the introduction of the uniform 5-year plan of studies, the report continued, the number of students under the Ministry of Higher Education will increase by 13 percent to a total of 127,000 students. Of this number, 35,000 will study at schools for workers -- evening and outside courses.

According to the plan, the number of students in agriculture will increase by 52 percent to meet the shortage in that field.

An increase in dormitories and dining halls and a reform of the scholarship system are planned. An increase of independent scientific workers by 48 percent, assistant scientific workers by 18 percent, and scientific-technical workers by 115 percent is proposed under the Five-Year Plan. Increased funds for the development of scientific research at university chairs, which still work with equipment on a level of 30 years ago, must also be provided to improve the progress of science in the country as a whole. At present, various ministerial institutes receive ten times the amount of funds given to higher schools, although these institutes perform service functions primarily. A more even distribution of these funds is necessary, stated Zolkiewski. A greater influence by scientific workers on school matters was also recommended by Zolkiewski, as well as extension of the competency of senates, faculty boards, and deans.



After serious discussion the committee adopted a resolution recognizing the validity in general of the proposed 5-year plan for education. The committee decided to ask the chairman of the State Economic Planning Commission for detailed information on funds allocated for learning during the Five-Year Plan to be submitted for discussion by the committee by the end of June.

Official Promulgation of Reforms

During the time of these various discussions and meetings, and soon thereafter, certain changes were already showing up as piecemeal results of this campaign to improve higher education. One of these was the elimination of many obstacles, such as excessive checks and bureaucratic controls to the independent work of scientific workers. The 28 April 1956 Dziennik Ustaw published an ordinance of the Council of Ministers which revised the 26 April 1952 ordinance on the conditions and manner of awarding scientific degrees. The following section was added:

"28. (1) The Chairman of the Central Qualifications Commission can, until 31 December 1958, excuse certain persons working for the degree of Candidate of Sciences from some -- and, in justified cases, from all -- candidate degree examinations and from examinations in foreign languages, if these persons are performing functions as independent scientific workers and are outstanding in the directing of scientific work and in constantly increasing their scientific achievements in a scientific establishment.

"(2) Persons named in Point (1) but not having the title of independent scientific worker or assistant professor can be excused from examinations, if they have been performing functions of an independent scientific worker at least since the day of the promulgation of the 15 December 1951 law on higher education and scientific workers.

"(3) The provisions of Point (1) similarly apply to independent scientific workers and assistant professors performing scientific and teaching functions at higher schools of art in subjects taught in other higher schools.

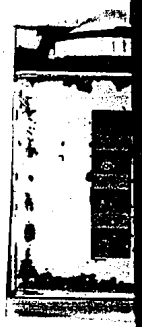
"(4) Excuses from examinations are announced by the proper minister (the Presidium of the Polish Academy of Sciences) on the recommendation of the rector of a higher school (the director of a scientific establishment) who is authorized to award scientific degrees.

"(5) Detailed procedure for submitting and reviewing recommendations for excuses from examinations will be established by the Presidium of the Central Qualifications Commission."

The above provisions, it seems, eliminate some of the obstacles mentioned above in Szpunar's article which have prevented official scholastic recognition of the merits of scholars with prewar degrees.

An article by Kazimierz Czyzyk in Zycie Szkoly Wyzszej, No 4, 1956, describes the new principles for the selection of candidates for the first year of studies at higher schools for the 1956-1957 school year. These have as their aim, he says, to assure an influx of candidates better prepared educationally, to increase the responsibility of the secondary and higher schools in the selection of the candidates for higher education, and to simplify the heretofore complicated recruiting system by abolishing the powiat (municipal, precinct) recruiting commissions.

The transfer of the entrance examination time to the period 2-15 July 1956 takes into consideration opinions of scholars, teachers, parents, and the youth itself, because heretofore, students arrived at higher schools without



vacation rest and their fatigue was reflected in first-year examinations, according to the author. Also, he continues, the earlier date gives those who do not pass their examinations an opportunity to secure employment or to register at vocational schools which usually start on 1 August.

As for the elimination of powiat recruiting commissions, the author states that during their early years they performed an important role in the democratization of higher schools (especially in establishing the class structure of the youth of higher schools to the advantage of worker-peasant youth). Recently, however, their role, with the better work of school recruiting commissions, has been limited to acceptance of the opinions of school commissions and transmission of records to higher schools. Their liquidation, states the author, will strengthen the responsibility of the secondary school and the higher school in the selection of candidates for higher education.

School recruiting commissions in vocational technical schools, explains the article, will direct students to higher schools according to the direction of their past studies at the school. Exceptions to this rule will be allowed only for candidates exceptionally capable in another field and, in these cases, the school will have to give a detailed justification for this recommendation. Permission to take examinations in a different field will be granted by the rector of the given higher school.

According to the article, examination changes in the field of agriculture, horticulture, zootechnology, and fishery consist of an oral examination in mathematics instead of chemistry. In higher economic schools, a written examination in Polish literature has been introduced instead of an examination in a related field of studies, and in many divisions an oral examination in geography has been substituted for an examination in mathematics.

A brochure is being prepared which will establish requirements for entrance examinations in specific subjects based on the secondary school program. It will appear in May 1956 and be distributed to secondary schools.

The selection provisions discussed above in Czyzk's article were made official by a directive of the Minister of Higher Education dated 7 June 1956, which appeared in the 19 June issue of Monitor Polski. This directive not only elaborates on some of the above-mentioned provisions, but spells out others, gives details on procedures to be followed, and lists oral and written examinations which must be taken in each field of studies by candidates for the first year of studies in higher education.

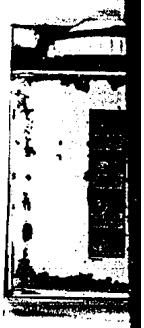
The main conditions for acceptance to the first year of studies, as stipulated by the directive, are completion of adequate, preparatory education for higher studies, completion of entrance examinations with satisfactory results, and acceptance by higher school commissions set up for this purpose. The number of acceptances by the commission, however, is limited to the number of openings established for each particular field of studies, states the directive.

The actual selection is made, according to the directive, by institutional (uczelniane) recruiting commissions and faculty commissions for the selection of candidates. The directive describes the duties of the commissions as follows:

"The duties of the institutional commission are:

"1. Decision on whether to permit the candidate to take entrance examinations on the basis of submitted information.

"2. Approval of the list of accepted candidates drawn up on the basis of completed entrance examinations by the faculty selection commission for the first year of studies.



"3. Approval of recommendations of the faculty commission on the award of scholarships and rooms in student homes to persons accepted for the first year of higher studies.

"4. Coordination and control of the work of the faculty commission.

"The duties of the faculty commission are:

"1. Conduct of entrance examinations.

"2. Acceptance of candidates for the first year of studies in the given faculty on the basis of entrance examination results and the presentation of a list [of accepted candidates] for approval to the institutional commission.

"3. Decision on applications for scholarships and rooms in student homes."

Grades for the written entrance examination, according to the directive are given by the appropriate examiner for each faculty and reviewed by a faculty commission member. Oral examinations are taken before all members of the faculty commission and an appropriate examiner.

The above provisions and the fact that commissions are composed of higher school personnel, headed by rectors and deans of particular faculties involved, assure the higher schools of a predominant position in the selection of qualified and outstanding candidates for higher education.

Another of the recommendations made by Minister Zolkiewski to the Sejm Committee was made official by Resolution No 279 of the Council of Ministers dated 18 June 1956, which appeared in the 22 June 1956 Monitor Polski. It integrated the Higher Pedagogical School in Warsaw with Warsaw University and the Higher Pedagogical School in Warsaw with Warsaw University and the Higher Pedagogical School in Lodz with Lodz University.

Quantitative Improvement

The quantitative development of higher education was frequently and loudly publicized, especially from the viewpoint of availability of higher education for the worker and peasant classes. Eugenia Krassowska pointed out in Zycie Szkoly Wyzszej No 7-8, 1955, that there were 49 students in higher schools for every 10,000 people in Poland. This same issue contained several statistical tables, including the following on the number of higher school students and graduates during the 1954-1955 school year. (Apparent discrepancies in figures in this and subsequent tables have been reproduced precisely as given in the source.)

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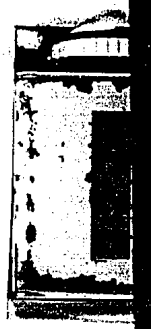
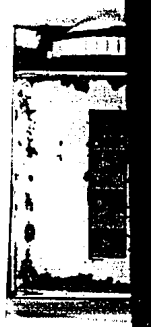


	No of Schools	No of Students	No of Graduates
Day schools	70	125,343	19,978
Polytechnics and engineer schools*	10	45,113	7,695
Universities*	7	18,657	1,500
Agricultural*	6	12,740	2,053
Economic*	9	12,471	2,063
Higher School of Foreign Service	1	415	124
Higher pedagogical schools	6	3,473	1,125
Medical academies	10	26,696	3,523
Higher schools of art	17	3,928	176
Higher schools of physical training	--	1,814	532
Schools for workers	11	25,480	2,919
Evening engineer schools*	--	15,240	2,163
Evening geological studies*	--	180	--
Evening Division of the Higher Economic School in Stalinogrod*	--	313	--
Correspondence course under Ministry of Higher Education	--	6,683	157
Correspondence courses under Ministry of Education	--	2,794	599
Correspondence courses under Main Committee for Physical Culture	--	280	--
Catholic University of Lublin	1	1,815	99
Theological academies	2	414	96
Total	84	153,052	23,001

* Schools under Ministry of Higher Education.



Another table in the same issue of Zycie Szkoly Wyzszej shows the number of diplomas awarded during the period 1950-1955 in higher education according to the following fields:

In technical studies	38,398
In university studies	32,537
In agricultural studies	12,964
In economic studies	21,314
In evening engineer schools	6,472
Total	111,685

The recently published Rocznik Statystyczny 1955 (Statistical Yearbook of 1955) supplied the figures given in the following tables on the years since 1949, when the last yearbook was published.

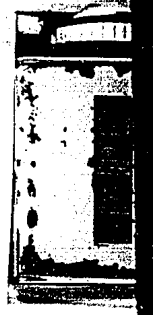
Figures on the number of higher school graduates apply to calendar years (1949, 1953, and 1954). Figures on the number of schools, faculties, students, and workers are given as of 31 December.

Number of Higher Schools and Students

	1937-38	1949-50	1953-54	1954-55
No of Higher Schools	32	67	82	84
No of Students (in thousands)	49.5	115.5	131.7	143.3

Students in Higher Schools According to Type of School

Type of School	School Year	Total			In the First Year	
		In Absolute Figures	In %	Of Which Women	Uniform and in First Level	Second Level
Totals	1953-54	131,690	100.0	42,184	37,412	4,043
	1954-55	143,305	100.0	45,633	37,866	3,502
Universities (*1 *2)	1953-54 (*3)	19,165	14.6	8,866	4,871	1,793
	1954-55	21,066	14.7	9,859	4,937	149
Technical schools (*1)	1953-54	55,355	42.0	7,347	17,141	1,552
	1954-55	60,353	42.1	8,203	17,450	2,303
Agricultural schools (*2)	1953-54	10,685	8.1	3,215	3,231	273
	1954-55	12,740	8.9	3,923	4,048	432
Economic and foreign service schools (*1)	1953-54	13,336	10.1	5,117	3,979	425
	1954-55	13,235	9.2	4,899	3,130	618



Type of School	School Year	Total: In Absolute Figures	Total: In %	Total: Of Which Women	In the First Year: Uniform and in First Level	In the First Year: Second Level
Pedagogical schools	1953-54	3,546	2.7	1,691	1,262	--
	1954-55	3,473	2.4	1,651	1,302	--
Medical schools	1953-54	24,067	18.3	13,604	5,549	--
	1954-55	26,696	18.6	14,728	5,581	--
Physical training schools	1953-54	1,680	1.3	523	717	--
	1954-55	1,814	1.3	502	739	--
Art schools (*4)	1953-54	3,856	2.9	1,821	662	--
	1954-55	3,928	2.8	1,868	679	--

(*1) Including evening schools.

(*2) Faculties of agriculture, zootechnology, and veterinary studies of the Lublin University given in agricultural schools group.

(*3) Including the Higher School of Law imienia T. Duracza, which was liquidated on 1 September 1954.

(*4) Including the Higher School of Films.

Students and Graduates of Higher Schools According to Fields of Studies

Director of Studies	Years	Students: Totals: Absolute Figures	Students: Totals: In %	Students: Of Which Women	Graduates (*1): Total	Graduates (*1): Of which Women
Grand Total	1954-50	115,532	--	41,104	14,556	4,812
	1953-54	131,690	--	42,184	23,635	7,594
	1954-55	143,305	--	45,633	22,336	6,022

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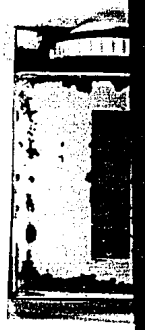

Universities (*2 *3)

Direction of Studies	Years	Students			Graduates (*1)	
		Total				
		Absolute Figures	In %	Of Which Women	Total	Of Which Women
Totals	1953-54 (*4)	19,165	--	8,866	5,900	2,684
	1954-55	21,066	100.0	9,859	1,786	722
Astronomy		68	0.3	22	8	1
Library science		48	0.2	38	28	22
Biology		1,737	8.2	1,267	131	89
Chemistry		2,047	9.7	1,139	99	49
Journalism		690	3.3	311	179	78
Political economy		225	1.1	60	--	--
Philology		3,938	18.8	2,284	202	120
Philosophy		601	2.8	199	68	23
Physics		919	4.4	293	76	20
Geography		1,049	5.0	535	96	46
Geology		918	4.3	371	4	2
History		2,548	12.0	1,214	132	64
Mathematics		961	4.6	364	62	18
Musicology		101	0.5	48	19	8
Pedagogy		336	1.6	182	47	24
Marxist-Leninist principles		99	0.5	24	--	--
Law		3,725	17.7	1,244	489	131
Psychology		197	0.9	126	8	6
Fine Arts		165	0.8	86	21	14
Theology and canon law		694	3.3	52	117	7

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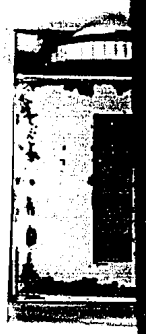


Technical Schools (*2)

Direction of Studies	Years	Students			Graduates (*1)	
		Total				
		Absolute Figures	In %	Of Which Women	Total	Of Which Women
Total	1953-54	55,355	--	7,347	6,372	473
	1954-55	60,353	100.0	8,203	9,858	809
Agricultural mechanics (Agromechanika)		1,123	1.9	69	80	--
Architecture		2,366	3.9	718	623	144
Construction		9,961	16.5	1,442	1,298	83
Machine construction and tool production		15,548	25.8	407	2,490	38
Chemistry		5,736	9.5	1,920	1,009	246
Industrial economy and organization		507	0.8	47	...	.
Electrotechnology		7,388	12.2	386	1,536	44
Power		770	1.3	5	26	-
Geodesy		978	1.6	243	227	42
Geology		1,041	1.7	433	18	3
Mining		2,978	4.9	293	710	43
Sanitation engineering		2,271	3.8	604	317	30
Transportation		2,138	3.6	381	241	11
Aviation		675	1.1	29	80	1
Communications		2,360	3.9	276	473	38
Metallurgy		1,835	3.1	154	327	13
Casting		748	1.2	38	82	6
Textiles		1,930	3.2	758	321	67

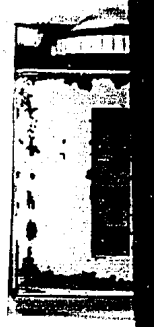
Agricultural Schools (*3)

Direction of Studies	Years	Students: Total: Absolute Figures	Students: Total: In %	Students: Of Which Women	Graduates (*1): Total	Graduates (*1): Of Which Women
Total	1953-54	10,685	--	3,215	2,382	456
	1954-55	12,740	100.0	3,923	2,053	603
Agronomy		3,714	29.2	1,408	925	269
Farm economy and organization		243	1.9	99	--	--
Forestry		835	6.6	118	310	18
Land irrigation and improvement		646	5.1	89	119	15
Dairying		322	2.5	106	68	21
Gardening		626	4.9	368	170	127
Fishing		257	2.0	42	--	--
Wood technology		1,125	8.8	240	9	--
Agricultural technology		334	2.6	180	50	19
Veterinary studies		1,909	15.0	284	34	6
Zootechnology		2,729	21.4	989	368	128

Economic Schools (*2)

Totals	1953-54	13,336	--	5,117	3,569	1,239
	1954-55	12,784	100.0	4,796	2,963	933
Finance economy and accounting		4,644	36.3	1,730	994	332
Economy and organization of communal economy		104	0.8	58	--	--
Trade economy and organization		1,610	12.6	679	510	138
Political economy		23	0.2	1	8	1
Industrial economy and organization		3,601	28.2	1,202	822	294

Direction of Studies	Years	Students: Total: Absolute Figures	Students: Total: In %	Students: Of Which Women	Graduates (*1): Total	Graduates (*1): Of which Women
Transportation economy and organization		992	7.8	251	235	47
Agricultural economy		65	0.5	24	-	--
Economy and technology of the gastronomical industry		333	2.6	185	54	19
International trade law		15	0.1	4	-	--
National economic planning		88	0.7	19	18	1
Statistics		452	3.5	227	154	55
Commodity studies		857	6.7	416	168	46
Foreign Service School						
Diplomatic-consular	1954-55	451	--	103	124	19
Pedagogical Schools						
Total	1953-54	3,546	--	1,691	1,062	505
	1954-55	3,473	100.0	1,651	1,125	544
Biology		308	8.9	205	142	93
Chemistry		332	9.6	151	85	42
Philology		926	26.7	562	325	184
Physics		606	17.4	151	127	38
Geography		369	10.6	171	109	59
History		331	9.5	162	161	57
Mathematics		601	17.3	249	176	71
Medical Schools						
Total	1953-54	24,067	--	13,604	3,559	1,892
	1954-54	26,696	100.0	14,728	3,523	2,014



Direction of Studies	Years	Students			Graduates (*1)	
		Total				
		Absolute Figures	In %	Of which Women	Total	Of Which Women
Pharmacy		3,066	11.5	2,474	504	427
Medicine		18,008	67.4	8,336	1,938	714
Stomatology		5,622	21.1	3,918	1,081	873
		Physical Training Schools				
Physical training	1953-54	1,680	--	523	323	112
	1954-55	1,814	--	502	372	152
		Art Schools				
Total	1953-54	3,856	--	1,821	463	233
	1954-55	3,928	100.0	1,868	532	226
Music		1,041	26.5	441	176	66
Plastic arts		2,429	61.8	1,273	292	136
Theater		322	8.2	131	56	24
Films		136	3.5	23	8	--

(*1) General rules on number of graduates stated at beginning of this section of tables applies here.

(*2) Including evening schools (studies).

(*3) Faculties of agriculture, zootechnology, and veterinary studies of Lublin University given in agricultural school group.

(*4) Including the Higher School of Law imienia T. Duracza, which was liquidated on 1 September 1954.

Students and Graduates of Higher Correspondence Studies According to Fields of Study

Fields of Studies	Year	Students				Graduates	
		Total		Of Which			
		Absolute Figures	In %	Women	In First Year	Total	Of Which Women
Grand total	1953-54	8,295	100.0	2,744	4,124	349	--
	1954-55	9,747	100.0	2,959	5,139	756	315

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Studies at Universities

Fields of Studies	Year	Students				Graduates	
		Total		Of Which			
		Absolute Figures	In %	Women	In First Year	Total	Of Which Women
Law	1953-54	1,554	18.7	272	633	--	--
	1954-55	1,640	16.8	338	634	157	33
Studies at Technical Schools							
Total	1953-54	-	--	--	--	--	---
	1954-55	1,182	12.1	34	1,182	--	--
Transportation		185	1.9	6	185	--	--
Mechanical studies (Mechanika)		997	10.2	28	997	--	--
Studies at Agricultural Schools							
Agronomy	1953-54	1,369	16.5	383	1,058	--	--
	1954-55	1,144	11.7	265	507	--	--
Studies at Economic Schools							
Total	1953-54	2,347	28.3	778	1,121	--	--
	1954-55	2,717	27.9	911	1,406	--	--
Studies at Pedagogical Schools							
Total	1953-54	2,775	33.5	1,218	1,157	349	--
	1954-55	2,794	28.7	1,316	1,305	599	--
Biology		294	3.0	143	108	71	42
Chemistry		220	2.3	92	127	54	21
Philology		618	6.4	405	302	123	96
Physics		254	2.6	77	158	82	15
Geography		508	5.2	217	163	59	20
History		321	3.3	131	123	52	26
Mathematics		383	3.9	135	225	99	29
Pedagogy		196	2.0	116	99	59	33
Studies at Physical Training Schools							
Physical Training	1953-54	250	3.0	93	155	--	--
	1954-55	270	2.8	95	105	--	--

Number Studying Abroad in 1954-1955 School Year*

Types of Schools	Students	Graduates
Total	1,806	179
Of which women	391	40
Universities	378	52
Technical schools	966	39
Agricultural schools	211	11
Economic schools	110	62
Medical schools	62	5
Physical training schools	17	1
Art schools	62	9

* Applies to studies covered by foreign agreements.

Scientific Aspirants and Scientific Degrees Given in 1954

Category or Field	Aspirants		Number Given Degree	
	Total	In First Year	Candidate of Science	Doctor of Science
Total	1,002	397	54	48
Of which women	204	.	5	3
University studies	450	190	28	14
Technical studies	246	64	16	9
Agricultural studies	104	53	1	8
Economic and foreign service studies	53	24	8	--
Medical studies	101	45	1	17
Art studies	48	21	--	--

"Eksternisci"* According to Field Studies in 1954-1955 School Year

Type of School	Students		Graduates	
	Total	Of Which Women	Total	Of Which Women
Total	2,375	797	193	26
Universities	1,330	588	37	12
Technical schools	203	16	13	2
Agricultural schools	170	36	119	9
Economic and foreign service schools	672	157	24	3

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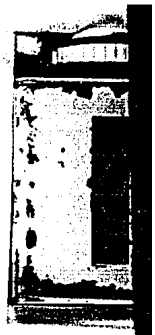

* An "eksternista" is one who takes and pases examinations at a school but is not a student at the school.

Higher School Students Receiving Scholarships in 1954-1955 School year

Types of Schools	Total	Students Receiving Full and Partial Scholarships: In Absolute Figures	Students Receiving Full and Partial Scholarships: In % of Total Student No	Students Receiving Quarters Scholarships: In Absolute Figures	Students Receiving Quarters Scholarships: In % of Total Student No
Totals *	121,498	88,620	72.9	7,717	6.4
Universities	18,657	13,894	74.5	1,433	7.7
Technical schools	45,113	34,250	75.9	2,412	5.3
Agricultural schools	12,469	10,223	82.0	1,125	9.0
Economic schools	9,029	7,288	80.7	647	7.2
Main school of foreign service	319	272	85.3	5	1.6
Pedagogical schools	3,473	2,847	82.0	123	3.5
Medical schools	26,696	17,300	64.8	898	3.4
Physical training schools	1,814	850	46.9	897**	49.4**
Art schools	3,928	1,696	43.2	177	4.5
Music schools	1,041	372	35.7	48	4.6
Plastic schools	2,429	1,023	42.1	100	4.1
Theatrical schools	322	205	63.7	29	9.0
Film schools	136	96	70.6	--	--

* Not including evening schools, Lublin Catholic University, theological academies, students in the third semester of studies of the second level in economic and agricultural schools, and students on graduate projects.

** Including students of the Physical Training Academy of Warsaw, where scholarships cover costs of meals and quarters.

Some later figures on aspirant studies are given by Jozef Kuzba in Zycie Szkoly Wyzszej, [No 1, 1956. He gives the following figures on the number of those actually taking aspirant studies at the time the article was written:

Type of Aspirant Studies	Fields				
	Total	University	Technical	Agricultural	Economic
Total	895	352	300	141	102
Institutional	731	297	255	110	69
Correspondence	164	55	45	31	33

(These figures do not include aspirants of the Polish Academy of Sciences the Ministry of Health, and certain other departments conducting aspirant studies.)

Kuzba maintains that there is a great difference between plan and actuality and cites the following figures on the progress of aspirant studies:

Year of Selection	Number Accepted	Number Rejected	Completed Required Studies	Of Which		
				Awarded Candidate Degree	Presented Theses to School	Presented Theses to Central Qualifications Commission
1950-51	141	19	122	29	16	6
1952	278	24	--	--	4	1

(Studies of 1952 selected candidates are completed at the beginning of 1956.)

Kuzba says that if the results in 1956 are like previous years, not many aspirants will complete their requirements for a degree. At the beginning of 1956, the article states, there should be 247 candidates ready to defend their dissertation, plus the five that managed to do so before the end of 1955, but information reaching the Ministry of Higher Education indicates that a large number of these aspirants will be postponing their work, or even worse, will never complete it. This the author attributes to the following reasons, already mentioned in the discussion on the qualitative development of higher education: faults in the selection of candidates for aspirant studies, the inadequate education attention given the aspirants, shortcomings in the control of the work of aspirants, rigidity of regulations on aspirant studies, and the material situation of the aspirants.

Conclusion

Much has yet to be done to restore higher education in Poland today in the prewar level, that is, to the level of independent thinking and action that higher education enjoyed then. Much of its international prestige in certain scientific fields has yet to be regained. This can be done only by the improvement of the quality of higher education, since in quantity the prewar level has been surpassed long ago. From the above information it appears that there will now be a rentrenchment on the quantity basis and an emphasis placed on the qualitative improvement of higher education.

The problem still remains as to how far this qualitative improvement will be permitted to proceed. An almost inevitable consequence of reform carried out to its ultimate conclusion must mean independent action and thinking, which cannot be tolerated in a totalitarian system. Students in European institutions of higher learning enjoy a dubious fame or notoriety for revolutionary actions in the name of various causes of independence. The Polish student newspaper

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Poprostu, for example, has been one of the more outspoken critics of present conditions during the current relaxation of controls. The authorities must now determine the balance they wish to establish between controlling the minds of Poland's intellectuals and the results they wish to obtain through the action of those minds for their own purposes. Other official acts and implementation of those now taken will determine this balance.

* * *